New Hampshire
21st Century Community Learning Center

Grantee Handbook

Table of Contents

GRANT OVERVIEW

FINANCIAL

The State disperses grant funds on a reimbursement basis using an online grants management system. In order to ensure timely availability and distribution of funds, please be sure to closely adhere to submission deadlines.

ONLINE GRANTS MANAGEMENT SYSTEM

The online grants management system tracks the allocations, budgets, and expenditures for each project. A brief overview of the system is provided below. More complete directions and guidance regarding the use of the online grants management system can be found in the Online Grants Management System Handbook located on the DOE website at: http://www.education.nh.gov/data/documents/grants_manage_handbook.pdf.

In order to access the system, each individual must have his/her own login and account in the MyNHDOE Single Sign-On System.

ESTABLISHING AN ACCOUNT

To establish an account:

1. Go to the MYNHDOE website at https://my.doe.nh.gov/myNHDOE/Login/Login.aspx
2. Click on CREATE NEW USER ACCOUNT and follow the wizard.
3. Once you've reached the end of the wizard, you will see a red "x" and a message that says you do not have permissions to go further. Your account has been created.

ROLES AND PERMISSIONS

Once an account has been created, permissions need to be established to determine the level and type of access each individual has to the system. For programs in which the district is the lead organization or fiscal agent, contact the district Single Sign-On Coordinator to establish these permissions. If the community or faith-based organization is the lead or fiscal agent, your state program coordinator will be able to establish these permissions on your behalf.

There should be at least three people (roles) associated with each grant. Each of these roles will have different permissions and responsibilities with regards to the financial process.

> ***Budget Creator***—this individual is responsible for creating and entering the budget and budget narrative into the online system.
>
> ***Budget Approval***—this individual is responsible for reviewing and approving both budgets and fiscal reports as they are completed and submitting them to the Department of Education.
>
> ***Fiscal Reporting***—this individual is responsible for completing the monthly expenditure reports which allow the program to draw down reimbursement funds.

Reviewer/Read-Only (optional)—this additional role is provided for staff who may need view the budget and expenses recorded in the system, but will not be responsible for making any changes.

Application (Budget)

Once an account has been created and permissions established, the ***budget creator*** is able to enter the budget into the system. There are three parts to the budget: ***budget categories***, the ***budget narrative*** and the ***budget line items***.

Budget categories are simply groupings of related budget items, such as administrative salaries and benefits. The system is pre-populated with a list of categories including: administrative salaries and benefits; instructional salaries and benefits; other administrative costs; contracted services, professional development, SES, etc.; supplies and materials; travel; and indirect costs as well as N/A. Select the appropriate category for the activities and expenses to be described in the budget narrative.

The ***budget narrative*** is entered into the **ACTIVITIES** block in the online system and consists of a brief description of how funds in a given section of the budget will be used. For example: under the supplies and materials category, the narrative might read "4 laptop computers @ $4000; paper and craft supplies @ $2000"or for administrative salaries and benefits, it might read "site coordinator @ $20/hr x 30 hr/wk x 42 weeks = $25,200; FICA = $1008.00; ****Note: when including salaries and equipment purchases (items costing in excess of $250 each), include details such as the position title or equipment to be purchased and formula for calculations including pay rate or item cost and quantity.*

After saving the budget category and narrative, the ***budget line items*** section will appear at the bottom of the screen. In this section, select the appropriate function and object codes to represent each budget line described in the narrative above. Multiple budget lines may be entered for each category based on the activities described. For example: an Administrative Salaries and Benefits category may include lines for the program administration's salaries, taxes, and insurances. A complete description of available object and function codes can be found in Appendix A of the [Financial Accounting Handbook](http://www.education.nh.gov/data/documents/fin_acct_handbk.pdf) located on the DOE website at http://www.education.nh.gov/data/documents/fin_acct_handbk.pdf.

Reporting Expenses (Drawdowns)

Under the online grants management system, program expenses are reported and reimbursed monthly. Programs are required to submit monthly reports of actual disbursements (funds paid out during the course of the month). Reports are **due to the DOE by the 10th of the month** to be included in the first payment cycle scheduled for the 15th of the month. Reports submitted after the 10th will be included in a later payment cycle.

Status Indicators

The online system lists the status of applications/reports as they progress through the authorization process. Below is a list of these status indicators and their significance.

Ready for Local Authorized Signature: Application/report has been submitted to the local authority for approval.

Submitted: Application/report has been submitted to the DOE for approval.

Budget Reviewed: Application/report has been reviewed for accuracy by the DOE Accountant and is pending approval by the program coordinator.

Approved: Application/report has been reviewed by both the Accountant and your program coordinator. In the case of your application, ***<u>this constitutes your authorization to spend</u>***. In the case of an expense report, this indicates that the DOE business office has been authorized to process payment.

Returned: Application/report has been returned to the grantee to make changes.

Paid: Report has been processed by the business office and sent to the Treasury for payment.

Budget Changes and Approval

Any budget changes that impact the scope or objective of the project must be approved in writing by the state program coordinator.

Any budget changes in the following object codes, must obtain prior written authorization from the state program coordinator:

Object Code 300—Contracted Services

Object Code 700—Equipment

Object Code 900—Indirect Costs

Budget changes, other than those described above, can be made directly through the online grants management system without securing prior written authorization provided they do not exceed 10% of the total budget approved. To update your budget in the system, contact your state coordinator so that the application can be returned for revisions.

Fiscal Year Closeout

Programs have 60 days following the project end date to disperse funds and all expenses **<u>must be reported within two reporting cycles following the project end</u>**. Be sure to indicate when you are submitting final report by clicking the Final Report Checkbox in the upper left of the reporting screen.

For programs at the end of their five-year grant, final reimbursement reports/requests will be held until all program reporting and data collection has been completed.

Carryover Funds

You may carryover up to 10% of your annual allocation into the next fiscal year during the life cycle of the grant. Carryover funds are calculated and released once the final report from the previous year has been received and processed. Unspent funds in excess of the 10% or remaining at the end of the five-year grant cycle will be released for redistribution at the state level.

PROGRAM INCOME *UPDATED!*

Definitions: ***Program income*** means gross income received by the grantee directly generated by a grant supported activity, or earned as a result of the grant agreement during the grant period. The ***grant period*** is the time between the effective date of the award and the ending date of the award reflected in the approved budget application.

Reference: 34 CFR 80.25(b)

Section 74.24(b) of EDGAR indicates that projects receiving federal funds (whether funded in whole or in part) must use program income in accordance with ED regulations or the terms and conditions of the award. The terms of the award specify the period of performance for use of funds and all funds and income must be used by the end of that time or returned.

In accordance with federal guidelines, program income may be used to:

1. Expand upon or enhance program activities in accordance with the goals and objectives outlined in the awarded proposal,
2. Support the non-federal share of the project (i.e. offset the reduction in funding for years 4 and 5), or
3. Reduce the federal share of the project.

Program income that remains at the completion of the performance period and cannot be used for options one or two outlined above, must be used to reduce the federal share of the project (option 3) and therefore be returned to the grant.

Year 5 Fundraising Activities:

OMB Circular A-110 Subpart C.24 provides the flexibility for states to establish limits for which program income may be exempted from the federal guidelines described above. New Hampshire has set forth the following limitation regarding fund raising activities or events that occur during the final project year of the grant.

Funds raised through fundraising activities or events during the final year of the grant shall be exempt from the period of performance identified in the terms and conditions of the award. As such, funds raised through these activities may be earmarked for use following the grant end provided participants of such activities or events are explicitly notified of this intention. Program fees are not included in this exemption and must be utilized in accordance with the terms of the grant award and the federal guidelines described above.

SUPPLANTING

Funding from the 21st Century Community Learning Center grant may only be used to supplement, and to the extent practical, increase the level of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for the education of participating students. In no case may a grant recipient use Federal program funds to supplant funds from non-Federal sources.

To determine whether not an example is supplanting, consider "What would you have done in the absence of the grant?" If alternate funds would have been available, then using grant funds would be considered supplanting.

Also, OMB Circular A-133 Compliance Supplement (DOE section II G 2.2) offers the following guidance:

Supplanting is presumed to have occurred if:

- The State Education Agency (SEA) or Local Education Agency (LEA) used Federal funds to provide services that the SEA or LEA was required to make available under other Federal, State or local laws.
- The SEA or LEA used Federal funds to provide services that the SEA or LEA provided with non-Federal funds in the prior year.

The Compliance Supplement goes on to explain that "these presumptions are rebuttable if the SEA or LEA can demonstrate that it would not have provided the services in question with non-Federal funds had the Federal funds not been available."

FOOD FOR MEETINGS AND EVENTS ***UPDATED!***

In May 2013, the US Department of Education issued updated guidance pertaining to the use of federal funds to support the costs of meetings, conferences, and food purchases. The full document, *Frequently Asked Questions to Assist ED Grantees to Appropriately Use Federal Funds for Conferences and Meetings—May 2013,* can be found on the US Department's website at http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html.

Federal funds can be used when they are deemed necessary to meet the goals and objectives of a federal grant. For 21st CCLC programs, providing snacks and/or meals (as appropriate) during the course of the program is considered necessary to mitigate risk and achieve the academic and social outcomes provided for by the grant.

For activities involving adults, the determination as "necessary" to the grant objectives is not always as clear. For staff, partner, and other business meetings, the general rule is that participants should be purchasing/providing their own food, beverages, and snacks. For activities involving families, it is important to consider the activity's goals as well as various available resources. Youth or family-led activities tied to the food or creative resourcing of partners are common strategies for incorporating food into a family event. If food is provided document this decision and the source of funding.

FREQUENTLY ASKED QUESTIONS

What flexibility do I have when moving funds that don't match my original budget?

You may not move funds in or out of lines 300, 700, or 930 (indirect) without prior written approval.

You may move 10% of the total bottom line of your grant award without written authorization (except in lines 300, 700 or 930) by updating your budget in the online system.

Where can we get guidance on what is acceptable use of grant dollars?

Depending upon your organizational type, either Circular A-21—Cost Principles for Educational Institutions, or Circular A-122—Cost Principles for Non-Profit Organizations http://www.whitehouse.gov/omb/circulars_index-education/.

Frequently Asked Questions to Assist ED Grantees to Appropriately Use Federal Funds for Conferences and Meetings—May 2013
http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html

Ask your program coordinator at the NH Department of Education.

Where can we get guidance on the management of Federal Funds?

The NH Department of Education Federal Funds Handbook may be found online at: http://www.education.nh.gov/documents/fed_funds_handbk.pdf

If my program was in operation and collecting fees for afterschool programming prior to receiving the grant, what portion of my fees are considered 21st Century?

Any fees or revenue collected beginning with the initial project start date for the grant are considered under the purview of grant and must be expended according to federal and grant guidelines, including EDGAR 74.24(b) described above. Funds or revenue collected prior to or following the conclusion of the grant period are exempt from these requirements.

Other Grant Dollars

You may, and should, apply for other grant dollars to support your work. When applying you need to charge the grant for the associated expenses including the time needed to administer it.

Reporting and Participation Requirements

5-Year Monitoring Schedule

Year 1: NHDOE Site Visit

Year 2: CIPAS/Peer Visit*

Year 3: CIPAS/Peer Visit*

Year 4: NHDOE Site Visit

Year 5: Service to the Field/CIPAS Team Member*

*CIPAS (Continuous Improvement Process for After School) is an in-depth quality improvement process. Additional information can be found in the CIPAS Guidebook. A copy can be obtained from your state program coordinator.

Data Collection and Reporting *Updated!*

CAYEN is an online data collection system utilized by NH 21st CCLC programs funded beginning July 2012. It collects and organizes information regarding program enrollment and attendance, program offerings, academic performance, teacher surveys, as well as the goals and performance information required for the 21st CCLC federal report (see Learning Points Associates—PPICS below). In addition to facilitating the collection of data required for state and federal reports, Cayen has many features that support daily program function including the ability to create sign in/out sheets, bus lists, and mailing labels as well as track fees, record payments, and generate invoices.

Cayen trainings are offered throughout the year and are tailored to the needs and familiarity level of the participants. Please refer to the program calendar (located in Appendix A) for a schedule of these opportunities. Additional support is offered through the Cayen HelpDesk and a preset allowance of phone support directly through Cayen.

SASIDs in Cayen

A combination of birth dates and SASID numbers (State Assigned Student Identifier Numbers) are used to link student data between the Cayen and i4see databases (described below). For some students, SASIDs are not available either because they are not currently enrolled in a public school or they are from outside the host district. To prevent errors when uploading data to i4see for these students, please enter the following codes into the SASID (State ID) field in Cayen.

Homeschool: 1111111111
Pre-school: 9999999999
Out-of-district: 8888888888

I4SEE

I4see is the State data collection system used by the Department of Education. This system houses all of the information reported by school districts, including enrollment, demographics, and standardized test scores. The 21st CCLC program uploads data from Cayen into i4see annually in June, although a test upload is recommended in December.

By uploading 21st CCLC data into i4see, 21st CCLC programs are able to access valuable data regarding participants, including sensitive demographics information regarding race, participation in the free and reduced lunch program, as well as special education and English Language Learner (ELL) designations. This information is reported to programs in aggregate form to protect confidentiality, and can be used to complete State and Federal performance reports as well as to support sustainability efforts.

LEARNING POINTS ASSOCIATES—PPICS

Each 21st CCLC grantee completes an annual federal report in the Profile and Performance Information Collection System (PPICS), hosted by Learning Points Associates (LPA). Data for this report is uploaded to PPICS automatically from Cayen in July. Each program is responsible for ensuring their data in Cayen is complete and accurate prior to the upload and for certifying the report once it has been uploaded to PPICS. The report contains a summary of participant data and demographics as well as information regarding program goals, community partners, and staffing. To view a sample of this report, please contact your state coordinator.

TEACHER SURVEY

Teacher surveys are annual paper-based surveys distributed at the end of the school year to school day teachers. They are designed to measure the impact the afterschool program had on homework completion, class participation, and behavior for youth regularly attend the program (***regular attendees***—youth who attend 30 or more days per year). The data from this survey is entered into the Cayen database and included in your federal report via PPICS. A copy of the teacher survey is included in the Annual Performance Report in Appendix B.

ANNUAL PERFORMANCE REPORT

In addition to the federal PPICS report, 21st CCLC grantees complete an annual performance report for the State describing progress on project goals and performance measures. This report is due each year on June 15th and must be completed in order to receive funding for the upcoming year. A sample report can be found in Appendix B.

PERFORMANCE PATHWAYS

Performance Pathways is an optional data system that allows users to access and manipulate data from the i4see database to create detailed reports and graphs. Based on user-level access, Performance Pathways allows users to run reports examining district/school/student performance data (standardized tests, growth targets, proficiency status), attendance patterns, program participation (Title I, 21st CCLC, Special Education, etc.) and sub-group membership (demographic, Free/Reduced Lunch, ELL, etc.).

State-Wide Evaluation

In 2012, NH 21st CCLC implemented a new process for statewide evaluation. This process includes the annual collection of surveys from youth participants, site coordinators, program directors, and principals and is conducted online through State systems. For survey examples, please contact your state coordinator.

Youth Surveys

During early spring, youth participating in programs over a 2-3 week window will engage in a survey process aimed at gathering information about their perceptions of the program, academic engagement, social skills, and ambitions. The surveys are conducted online and results will be available to programs via the i4see workbench (see above under Data Collection and Reporting).

Program Director, Site Coordinator, and Principal Surveys

In May, program directors, site coordinators, and principals participate in a survey to collect information regarding the programming, operation, and partnerships of each program. The surveys are conducted online through the MyNHDOE Single Sign-On system with state-level aggregate results available on the i4see workbench (see above under Data Collection and Reporting). *Please note: site coordinator and program director surveys include questions pertaining to professional development opportunities accessed through the year and overall program budget. Establishing a system for tracking this information through the year is helpful.*

Meetings and Trainings

Program Director Meetings

Program director meetings are required professional development and networking opportunities designed to establish a strong community of support. These full day meetings are scheduled every other month and include a two-day retreat in January.

Site Director Meetings

Quarterly site director meetings are held to provide site level administrators the opportunity to come together for targeted professional development, networking, and to share resources and collective support. These half-day interactive meetings are facilitated by an experienced afterschool professional. Agendas are developed based on current interests and identified needs in the field.

Summer Conference

The summer conference is a required annual event that takes place during the first week of August. The conference typically runs for two to three days and involves program directors, site coordinators, and direct service staff and may also include community partners and school leadership based upon the year's content focus.

Regional Conference

The regional conference is a collaborative effort between the New England 21st CCLC programs and <u>when offered</u> is traditionally a spring event. If offered, grantees are required to attend.

National Conference (Optional)

Attending national conferences is an optional but worthwhile experience. It is recommended that every program attend a national conference at least once in its five year grant cycle.

Cayen and i4see

Trainings on the Cayen and i4see databases are held periodically throughout the year to assist programs with data collection and reporting. Scheduled trainings can be found in the program calendar (*see Appendix A*). Supplemental trainings may be added over the course of the year and will be announced via email and/or the Action Items & Training Newsletter.

Lights On! Afterschool

Lights On Afterschool is a nationwide celebration of afterschool organized by the Afterschool Alliance. This celebration is an opportunity to recognize and promote your program, engaging families, community members and local leaders in supporting and celebrating the impact your program has on youth.

The Afterschool Alliance website (http://www.afterschoolalliance.org/loa.cfm) is a tremendous planning resource with toolkits, media templates, and fact sheets outlining the critical role of afterschool. It is also the site to visit to register your event and support ongoing efforts to increase awareness.

Current State Initiatives

High School Extended Opportunities

High Schools are expected to offer ELO opportunities to their participants. Please see NH DOE guidance here: http://www.education.nh.gov/innovations/elo/index.htm Program Directors and/or ELO Coordinators will convene regularly over the afterschool year to network on best practice.

Global Learning

This initiative provides a valuable opportunity to enrich and extend current practice by examining ways to deepen the global connections and learning inherent in current program activities. Highlighting and developing these global connections and content not only expands opportunities for youth to increase their knowledge of global content (geography, languages, etc.), it helps to cultivate global skills and dispositions that support their ability interact, understand, and function successfully in a global context.

Service Learning

Service learning is a method or teaching strategy in which students explore, make connections, and learn academic content through the process of addressing a community need. High quality service learning promotes a connection to the community as well as fosters the development of a lifelong ethic of service, enriches academic learning, promotes personal growth and helps to develop skills necessary for productive citizenship

Technology

Today's youth were born into a technological world. For them, entering into an environment where technology is not prevalent is a surreal and unnatural experience. Technology is key to helping them make the link between learning and real world experiences and possibilities.

In 21st CCLC programs, the goal is to cultivate software skills and device familiarity (such as Microsoft Office, menu navigation, touch screen interfaces, etc.) as well as develop transferrable skills such as reasoning, problem solving, and communication. This is accomplished by meaningfully integrating technology throughout the curriculum. Technology is used to support and extend learning through research, opportunities for creative and collaborative design, exploring digital or technical tools in context (GPS, laser levels, convection ovens, etc.), and by providing opportunities to collaborate and share ideas both with their peers and experts in the field.

Guidance

Federal Guidance

Title IV, Part B

The Elementary and Secondary Education Act, as amended in 2001, Title IV, Part B is the law which governs the 21st CCLC program. All program activities must be conducted in accordance with this statute. The law is available for review on the US Department of Education (USDOE) website at http://www2.ed.gov/programs/21stcclc/legislation.html.

EDGAR

The Education Department General Administrative Requirements (EDGAR) is the federal document governing appropriate use and procedures for federal education dollars. This document can be found online at http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.

OMB Circulars

The federal Office of Management and Budget (OMB) offers guidance for use and management of federal funds specific to the entities receiving the funding. Three of the OMB circulars most commonly pertain to 21st CCLC grantees— A-21 Cost Principles for Educational Institutions, A-87 Cost Principles for state, Local, and Indian Tribal Governments, and A-122 Cost Principles for Non-Profit Organizations. Additional support and guidance may be found in A-110 and A-133. Links to each of these circulars can be found in the Resource Section of this handbook.

Non-Regulatory Guidance ***Updated!***

The Non-Regulatory Guidance is a document created by the US Department of Education (USDOE) to translate some of the key guidance for the 21st CCLC grant into more accessible language. A copy of this guidance can be found on the USDOE website at http://www2.ed.gov/programs/21stcclc/legislation.html.

In May 2013, the US Department of Education issued a second document to provide guidance across all federal programs regarding the use of federal funds to support conferences, meetings, and food purchases. The *Frequently Asked Questions to Assist ED Grantees to Appropriately Use Federal Funds for Conferences and Meetings* can be found at http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html.

State Guidance

Federal Funds Handbook

The Federal Funds Handbook is a comprehensive document put together by the New Hampshire Department of Education (NHDOE) to guide grant recipients in appropriate processes and uses of federal funds. It includes many of the key elements found in EDGAR and the OMB circulars as well as specific instructions for working with our state budgeting system (Online Grants Management System). The document is available in PDF format from the NHDOE website at http://www.education.nh.gov/documents/fed_funds_handbk.pdf.

Grants Management System Handbook

The Grants Management System Handbook is a handy reference summarizing both the how-to's of navigating the online fiscal system for managing your grant as well as some of the more common federal and state regulations for grants management. The handbook is available in PDF format from the NHDOE website at http://www.education.nh.gov/data/documents/grants_manage_handbook.pdf.

Property Guidance (Equipment and Inventory) **Updated!**

Introduction:

Recipients may follow their own property management policies and procedure provided they observe the requirements of this guidance. This guidance is in accordance with 34 CFR 74.130 through 166. It is also located in the State of NH Department of Education's Federal Funds Financial Management Manual.

Definition:

1. Equipment with an acquisition cost of $250 or more per unit and a useful life of more than one year needs be inventoried.

Reference: NH Federal Funds Management Handbook, 2011

Requirements Relating to Equipment:

2a. Individual property records must be maintained accurately and contain:

1. Local identification number
2. Description of the property
3. Manufacturer's serial number or other identification number
4. Acquisition date and cost

5. Federal project title and project number

6. Vendor

7. Percentage of federal funds used in the purchase of the property

8. Location, use, and condition of the property and date information was reported

9. Ultimate disposition data including sale price or the method used to determine current fair market value if the grantee reimburses the federal government of the federal share

Reference: 34 CFR 74.142

b. Adequate maintenance procedures shall be implemented to keep the property in good condition

c. A control system shall be in effect to insure adequate safeguards to prevent loss, damage, or theft of property. Any loss, damage or theft shall be investigated and fully documented. The recipient must replace or repair, with funds other than federal of the recipient, property which is lost, damaged or destroyed due to negligence of the recipient.

Reference: 34 CFR 74.140(c); 140(d)

d. Equipment normally must be used in the project for which is was acquired. If other use is made of the equipment, written approval should be obtained from the SEA coordinator.

Reference: 34 CFR 74.137

e. The recipient must use the property for the purposes authorized by the original grant. When no longer needed for its original purposes the SEA may authorize the property to be used for other activities sponsored by federal awards or that are consistent with purposes of the original federal legislation. When the property no longer falls under the intent of this paragraph appropriate compensation must be made to the federal government.

Reference: 34 CFR 74.134

Intangible Personal Property

3. Intangible personal property includes inventories, patents and copyrights. When there is a possibility that a project could generate and inventory, patent or copyright , the SEA coordinator must be notified so that appropriate agreements between the recipient and SEA are drawn up and approved.

Reference: 34 CFR 74.142-.145

LOGO

Materials developed or activities sponsored using 21st CCLC funds should bear the 21st CCLC logo. For an electronic version of the logo, contact your state program coordinator.

Resources *Updated!*

NH Department of Education Website

www.education.nh.gov

Afterschool Alliance

www.afterschoolalliance.org

Service Learning

Service Learning Clearinghouse: www.servicelearning.org

Learn & Serve America: www.learnandserve.gov

OMB Circulars

A-21—Cost Principles for Educational Institutions
http://www.whitehouse.gov/omb/circulars_index-education/

A-87—Cost Principles for State, Local and Indian Tribal Governments
http://www.whitehouse.gov/omb/circulars_a087_2004/

A-110—Uniform Administrative Requirements for Grants and Other Agreements with Institutions of Higher Education, Hospitals and Other Non-Profit Organizations
http://www.whitehouse.gov/omb/circulars_index-education/

A-122—Cost Principles for Non-Profit Organizations
http://www.whitehouse.gov/omb/circulars_index-education/

A-133 Compliance Supplement (Supplanting Guidance)
http://www.whitehouse.gov/omb/circulars_a133_compliance_09toc/

EDGAR

http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html

Federal Funds Handbook

http://www.education.nh.gov/documents/fed_funds_handbk.pdf.

Title IX, Part E Uniform Provisions, Subpart 1—Private Schools

http://www2.ed.gov/policy/elsec/guid/equitableserguidance.doc

Glossary of Common Terms and Acronyms

21CCLC – 21st Century Community Learning Centers; federal program under Title IVb of the Elementary and Secondary Education Act supporting out-of-school academic and enrichment activities for youth in high poverty communities

A*VISTA – AmeriCorps Volunteer In Service To America

AOD – Alcohol & Other Drugs

APR – Annual Performance Report; required by both the US and NH Departments of Education to communicate progress on grant goals and performance measures

ASP – After School programs; programs that provide services to youth during out-of-school hours

BOOST NH – Better Out of School Time New Hampshire, housed at SERESC, is funded by the Child Development Bureau (CDB below) to provide professional development and technical assistance to support quality programming in afterschool

BDAS – Bureau of Drug & Alcohol Services

CBO – Community Based Organization

CDB – Child Development Bureau at the Department of Health and Human Services; provides funding through the Child Development Block Grant to support quality initiatives in afterschool including BOOST NH and the Afterschool Professional Credential System

CIPAS – Continuous Improvement Process for After School; evaluation process to support continued development and quality practice

CNCS –Corporation for National and Community Service; federally legislated organization that coordinates national service activities including AmeriCorps, SeniorCorps, and Learn & Serve America

DCYF – Department of Children, Youth & Families; department within the NH Department of Health and Human Services that oversees aid to families in need and child care, including child care scholarships, program licensing, and credentialing

DFC – Drug Free Communities (grant program)

EDGAR – Education Department General Administrative Requirements; federal regulations governing the management and use of federal funds

ELL – English Language Learners; school-based program that provides support to youth whose home language is not English

ELO – Extended Learning Opportunities;

ESEA—Elementary and Secondary Education Act; the federal congressional legislation that governs most educational programs

FBO – Faith Based Organization

L&S –Learn & Serve America; federal program supporting service learning in school-based settings

LEA—Local Education Agency; an entity which operates local primary or secondary schools, often a school district

LOS – Letter of Support

LPA – Learning Point Associates; organization contracted by the US Department of Education to operate and maintain the PPICs data collection system

MOA – Memorandum of Agreement (similar to MOU); written and signed agreement between two organizations to outline the terms of a partnership

MOU – Memorandum of Understanding (similar to MOA); *see MOA*

NH DHHS – New Hampshire Department of Health & Human Services

NH DoE – New Hampshire Department of Education

NHPR –New Hampshire Performance Report; annual 21st Century Community Learning Center performance report to the NH Department of Education, *see APR*

NSLP/ASP – National School Lunch Program/Afterschool Snack Program

OMB—Office of Management and Budget; federal office providing guidance and oversight of the use of federal funds

Partnership Agreement – a combination of memorandums & letters of support unique to UNH Co-Op Extension

PPICS – Profile & Performance Information Collection System; federal data collection system for the 21st Century Community Learning Center Program

PSA – Public Service Announcement; advertisement run on radio or television, typically at no-cost, to raise awareness about specific issues

RFA – Request For Applications; directions outlining the format and process for applying for funding

RFP – Request For Proposals; *see RFA*

RSA – Revised Statutes Annotated; laws of the State of NH

SAU – School Administrative Unit

SEA—State Education Agency; in NH, the Department of Education

SERESC – Southeastern Regional Educational Service Center; organization that provides professional development and consultant services to schools and educational programs as well as has a conference center located in Bedford, NH

Title IVb—Title IV, Part B; section of the Elementary and Secondary Education Act legislation that outlines provisions for the 21st Century Community Learning Center Program

APPENDICES

APPENDIX A: DRAFT 2013-14 PROGRAM CALENDAR

Date		**21st Century Community Learning Centers 2012-13 Training Calendar**
August	**6-7th**	Summer Conference
	16th	CIPAS Training (10am - 12pm, Plymouth State University, Concord)
September	**12th**	High School Roundtable (9am - 11am, TBD)
	17th	Program Director Meeting (9am-3pm, TBD, Concord)
October	**1st**	Site Coordinator Meeting (9am-12pm, TBD, Concord)
	7th	NHAN Annual Meeting
	15th	MS Round Table (9am - 11am, TBD)
	17th	Lights On Afterschool!
November	**5th**	Program Director Meeting (9am-3pm, TBD, Concord)
	20th	Site Coordinator Meeting (9am-12pm, TBD, Concord)
	22nd	Snow date: Site Coordinator Meeting
December		
January	**16-17th**	Tentative: Program Director Winter Retreat
	20th	Tentative: 3-week Youth Survey Implementation
	30th	Site Coordinator Meeting (9am-12pm, TBD, Concord)
	31st	Snow date: Site Coordinator Meeting (9am - 12pm, TBD, Concord)
February		
March	**4th**	Prog. Dir. & Site Coord. Mtg--North Country (9am-12pm, TBD, Conway) ***(Snow--6th)***
	17th	Prog. Dir. & Site Coord. Mtg--Central (9am-12pm, TBD, Concord) ***(Snow--18th)***
	19th	Prog. Dir. & Site Coord. Mtg--Seacoast (9am-12pm, TBD, Somersworth) ***(Snow--20th)***
	25th	Prog. Dir. & Site Coord. Mtg--Southwest (9am-12pm, TBD, Harrisville) ***(Snow--27th)***
April	**TBD**	Cayen-End of Year Reporting (9am - 12pm, webinar)
May	**1st**	Peer Site Visit Reports Due
	8th	Program Director Meeting (9am-3pm, TBD)
	21st	Site Coordinator Meeting (9am-12pm, TBD, Concord)
	27th	PD, SC, and Principal Surveys
June	**3rd**	Online Grant Management System Training (9am - 10am, webinar)
	13th	i4see upload
	20th	State Performance Report & FY15 Budget
July	**18th**	Data in Cayen for LPA/Federal Report Due
August	**5-6th**	Summer Conference

NH Department of Education

21st Century Community Learning Centers

Annual Performance Report

Project Title:	______________________	Project Number:	______________
District Served:	______________________	Reporting Period:	______________
Report Author:	______________________	Title:	______________

Authorized Representative Information:
To the best of my knowledge and belief, all data in this performance report are true and correct.

______________________________	______________________________
Superintendent's/CEO's Board Name (Typed or printed)	Email Address
______________________________	______________________________
Signature	Date

Instructions

US Department of Education No Child Left Behind Goals Applicable to 21st CCLC:
Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Performance Goal 5: All students will graduate from high school.

The two purposes of the Performance Report are to (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in your grant application, and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Centers program. The Annual Performance Reports were developed by the U.S. Department of Education and amended by the New Hampshire Department of Education and the Statewide Evaluation Task Force. *On-time submission of the Performance Reports is a requirement of your grant and continued funding will be contingent upon grantees making quantifiable progress towards stated objectives. Additional data required by the U.S. Department of Education may be requested of grantees as part of the No Child Left Behind Act.*

Two types of data are collected in the Performance Report: **descriptive data** and **achievement data**. See below for reporting deadlines.

Please read through all the forms before you answer any of the questions. This will give you a better understanding of exactly what information is being requested of you. You may add pages to any narrative section of the report as needed.

Reporting periods for your annual performance report coincide with the school year and include the summer prior to the school year.

Reporting Deadlines:

Year End Report	**USDOE Learning Point Associates Federal Report**
June 13, 2014 (i4see upload) June 30, 2014 (report) June 20, 2014 (FY15 budget)	July 18, 2014 (Data in Cayen ready for upload)

Please complete the cover sheet (included) with each report submission. **Please submit the original and one copy of your report**. Reports should be sent to:

NH Department of Education
21st Century Community Learning Centers Program
101 Pleasant Street
Concord, NH 03301
Attention: Joanne Magarian

1.1: Project Goals, Objectives and Outcomes

Project Goals, Objectives, and Outcomes: Provide an update on your project's goals, objectives, and outcomes. Include measurable data to indicate progress toward your objectives/outcomes during the reporting period as well as other pertinent information, including any changes to your original goals and why. Reflecting on your current data and progress, outline clear next steps to support and expand current success and/or address challenges/barriers in meeting your target outcomes. (*Additional rows or pages may be added as needed. Please note: you may need to copy and paste this table onto additional pages to preserve formatting.)*

Goal 1:		
Objectives/Short Term Outcomes: *(list below, insert rows as needed)*	**Current Data & Progress**	**Next Steps**
Long Term Outcomes:		
Goal 2:		
Objectives/Short Term Outcomes:	**Current Data & Progress**	**Next Steps**
Long Term Outcomes:		
Goal 3:		
Objectives/Short Term Outcomes:	**Current Data & Progress**	**Next Steps**
Long Term Outcomes:		

1.2 Professional Development:

1.2a Describe training, technical assistance, and other professional development activities during this reporting period. Report on activities specific to professional development and connected to a learning objective. Please do not include meetings that work out logistics, organizational or systemic issues. If a Program or Site Director Meeting has an outside expert to teach or instruct you may include these meetings here. You may use this template to share additional activities with your District/CBO leadership.

MONTH/DATE	TITLE	# of ATTENDEES & ROLE (director, site coord., direct service)	LEARNING OBJECTIVE
EXAMPLE	Behavioral Management	1 Director 3 Site Coordinators 5 Direct Service	Learn how to manage difficult Behaviors
EXAMPLE	Emergency Preparedness	1 Director 4 Site Directors	Learn what best practice is for AS Emergency Preparedness and link to the school day.
EXAMPLE	Family Literacy	3 Site Directors 6 Direct Service	Learn more about family literacy best practice in AS.
JULY			
AUGUST			
SEPTEMBER			
OCTOBER			
NOVEMBER			
DECEMBER			
JANUARY			
FEBRUARY			
MARCH			
APRIL			
MAY			
JUNE			

1.2b Professional Development Plan for 2014-2015 List 3-5 priority professional development activities/areas for your staff for the 2014-2015 year. If you have specific trainings scheduled include them here.

1.3 Project Status:

This section of the report is for accomplishments and challenges at the project level. If part of an accomplishment/challenge at the project level is for a particular site this may be included. Provide 3-4 bullet points addressing the following:

1.3a Key Accomplishments:

1.3b Challenges:

1.3c Please share one anecdote and/or selected quote regarding the impact of your program on the students or the community.

1.4: Lessons Learned and Planned Adjustments

1.4a **Lessons Learned:** What lessons have you learned about your project during the reporting period?

1.4b **Planned Adjustments:** Describe the adjustments, if any, that you plan to make to your project, based on the information collected for this report.

1.5: Budget

For the 12 month period from July 2013-June 2014:

A	B	C	D
2014 Total 21C Expenditure $_______________	RFP Target	2013-14 Program Year	Total Expenditure per Student/Hours *(2014 Total Expenditure ÷ Column C)*
Youth Per Day/Measured by Average Daily Attendance			
Youth Served Per Year			
Regular Attendees *(30 or more visits)*			
Service Hours			

1.5h Narrative explanation of above

1.5i Submit a budget and budget narrative in the online grants management system for fiscal year 2015.

1.6: Sustainability

1.6a Describe sustainability successes and challenges.

1.6b Describe planned 2014-2015 sustainability activities.

1.7: Continuous Improvement Process (CIPAS)

Jaffrey-Rindge, Raymond. Seabrook, and Somersworth please provide updates on your short and long term goals per your 2013-14 CIPAS findings and action plan.

Goals	Updates

Berlin, Conway, Madison, Manchester, Nashua, and Rochester please provide updates on your short and long term goals per your 2011-12 CIPAS findings and action plan.

Goals	Updates

1.8: Partnerships

1.8a Include with your June Report a Memorandum of Understanding (MOU) with your major partner/partners for the upcoming program year. Have both parties sign it and include applicable areas for your program from Appendix A.

1.8b Include a copy of your original MOU and indicate the results and progress on each point in the agreement.

1.9: Data Collection

Please complete your end-of-year upload from Cayen into i4see by **June 13th. You may update this in July if there is any outstanding data entry.**

APPENDIX A: **Memorandum of Understanding Template**

Directions: A Memorandum of Understanding (MOU) can help set expectations for your community partners and your program. The following sample memorandum can be adapted to help you outline who will be responsible for what activities. It is particularly helpful to avoid misunderstandings and to ensure continuity if there is turnover in either organization. Make sure that the signers are people with authority to commit the time or resources of each entity. Complete an MOU for each partnering organization.

_____________________________________ will partner with the**_______________________________**

(agency/organization) (names of schools)

participating in the **__________________________________** and commits to do the following with:

(program name)

Areas to Consider (This list is not meant to be comprehensive nor are organizations meant to respond to them all. Rather, respond as appropriate to your partnership.)

1. Personnel
   - Will staff time be devoted to this project?
   - Who will pay for staff time?
   - Number of hours per week?
   - Description of what they will do during their time on the project
   - Who will train and supervise them?

2. Volunteers
   - Number of volunteers?
   - How many hours per week?
   - Who will train and supervise them?

3. Supplies
   - List supplies (as you know them)

4. Space
   - Will space be made available?
   - Where, when, and how often?
   - Will custodial services be included?

5. Transportation
   - Where and when will it be provided?
   - What vehicles will be used to transport?

6. Programming
   - What will be offered?
   - Where will it be offered?
   - Will there be a fee?
   - How will families be notified of programming?
   - Who will schedule, facilitate, and supervise them?

7. Funding
   - Will the partnering CBO/School include you in future grants they are writing?
   - Is there a commitment from their budget for the program?

8. Advisory Board Representation
   Who will serve on the board?
   Will they commit to attend all meetings?

9. Other commitments such as:
   Advertising
   Community Relations

_______________________________________ sees its role as assisting _______________________________
(agency/organization) (program name)

in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, ____________________________________ will be flexible in accommodating the concerns of
(program name)

_____________________________________ .
(agency/organization)

Signed this ______ day of ______________, 20______:

____________________________________ ____________________________________
Agency/Organization Representative Principal's Signature

APPENDIX B: Teacher surveys (required)

Administration of a teacher survey is required. Teacher surveys should be administered toward at the end of the third quarter. *Teacher selection:* For every student you have identified as a **regular attendee (participated 30 days or more)**, select one of his or her regular school day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a Mathematics **or** English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. It is also recommended that grantees add project relevant questions to the teacher survey.

In addition, please note that students meeting the definition of a regular attendee that participated only in center-related activities during the summer of 2011 should not be included in the reporting of teacher survey results.

Teacher Survey–21st Century Community Learning Centers (21st CCLCs)

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey response options are divided into two primary groups: (1) ***Did Not Need to Improve,*** *which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and (2)* ***Acceptable Level of Functioning Not Demonstrated Early in School Year–Improvement Warranted,*** *which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated* ***Significant Improvement, Moderate Improvement,*** *or one of the other levels listed below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.*

Name of student: ______________________________

Grade/school: ______________________________

Subject taught (if middle or high school): ______________________________

To what extent has your student changed their behavior in terms of:	**Did Not Need to Improve**	**Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted**						
		Significant Improvement	**Moderate Improvement**	**Slight Improvement**	**No Change**	**Slight Decline**	**Moderate Decline**	**Significant Decline**
Turning in his/her homework on time.	☐	☐	☐	☐	☐	☐	☐	☐
Completing homework to your satisfaction.	☐	☐	☐	☐	☐	☐	☐	☐
Participating in class.	☐	☐	☐	☐	☐	☐	☐	☐
Volunteering (e.g., for extra credit or more responsibilities).	☐	☐	☐	☐	☐	☐	☐	☐
Attending class regularly.	☐	☐	☐	☐	☐	☐	☐	☐
Being attentive in class.	☐	☐	☐	☐	☐	☐	☐	☐
Behaving well in class.	☐	☐	☐	☐	☐	☐	☐	☐
Academic performance.	☐	☐	☐	☐	☐	☐	☐	☐
Coming to school motivated to learn.	☐	☐	☐	☐	☐	☐	☐	☐
Getting along well with other students.	☐	☐	☐	☐	☐	☐	☐	☐